DOCUMENT RESUME

ED 321 889 PS 018 957

TITLE Current Programme 1990.
INSTITUTION Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE Jul 90
NOTE 78p.; For the 1989 Programme, see ED 310 869.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Community Development; *Developing Nations; *Education; Foreign Countries; *Philanthropic Foundations; *Private Financial Support; Profiles; Program Descriptions
IDENTIFIERS *Bernard van Leer Foundation (Netherlands)

ABSTRACT

This report includes descriptions of 105 projects in 42 countries that are financed and supported by the Bernard van Leer Foundation. Projects profiled are those with a duration of 1-5 years which were operationally active at the end of January, 1990. Each project is described in terms of: (1) the sponsoring institution, that is, the institution which is officially responsible for carrying out the activities for which the Bernard van Leer Foundation has made a grant; (2) the title of the project; (3) the duration of project activities supported by the Foundation; and (4) a description of the setting in which the project operates and has its activities. In cases in which a current phase of a project was preceded by earlier phases of Foundation support, these earlier phases are referred to in the text. Concluding the report are an overview of Foundation finances, lists of publications and videos in English and publications in Spanish and Portuguese, and information about the Foundation. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321889

1990

Current Programme

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PS 018857

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Bernard van Leer Foundation

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Bernard van Leer Foundation

July 1990

ISSN 0921-5948

Contents ■

1 Introduction

7 Current major projects supported by the Foundation:

Africa RTRC	7	Morocco	32
Argentina	7	Mozambique	33
Asia RTRC	8	The Netherlands	33
Australia	9	Netherlands Antilles & Aruba	35
Belgium	10	New Zealand	36
Brazil	11	Nicaragua	36
Chile	15	Nigeria	37
China	16	Norway	38
Colombia	16	Pakistan	38
Dominica	19	Peru	39
El Salvador	19	Portugal	41
France	20	Singapore	43
Germany FR	21	South Africa	44
Indonesia	21	Spain	47
Ireland	22	Swaziland	48
Israel	23	Sweden	48
Italy	26	Thailand	50
Jamaica	28	Trinidad & Tobago	51
Japan	29	United Kingdom	52
Kenya	30	United States of America	55
Lesotho	31	Venezuela	58
Malaysia	31	Zimbabwe	59

61 Finance

64 Publications and videos

72 About the Foundation

75 Foundation personnel

■ Countries with Foundation-supported projects

Report for 1989 ■

Introduction

The objective of the Bernard van Leer Foundation is to improve the life chances of children living in disadvantaged circumstances. The emphasis is on young children, from birth to eight years of age. The Foundation does not, however, work directly with young children. The way in which the objective is carried out is to work with partner organisations which plan and implement projects. Even the projects do not always work directly with young children because the way to improve opportunities for young children is to improve their environments and, in our terms, that means working with the adults who care for the children to enable them to achieve a better life.

Included in this report are descriptions of 105 projects which are operating in 42 countries. In all cases, the projects are run by organisations in those countries. With the exception of a few projects which are undertaking research or surveys, they all involve the parents of the children and, in many cases, other care givers such as siblings and grandparents, and the community as a whole.

Parents as the child's first educators

By emphasising the special role that parents have as the child's first educator, a community-based approach builds on the principle that educating children means educating adults. Parents do not only learn about what it means to be a parent however, they learn that they matter, and they learn that they can change their lives and those of their children. By embedding a project firmly in a local community, people are motivated to tackle their own problems and they produce effective solutions. Solutions that are rooted in the local community, make use of local resources, come under their own control, are affordable, and which can be sustained.

The support which is offered to projects in the field by the Foundation consists of more than just money – always an important consideration – and includes a range of technical and professional support both from the Headquarters in The Hague and from the field itself. From the Foundation's office comes the knowledge and experience of a small staff which visits projects regularly; the Project Resource Centre collects and disseminates materials which have been produced by projects; the Publications and Media Unit produces a range of publications, videos and other media. Specialists in training, evaluation and networking are also available to advise where needed.

Networking

Much of the support which comes from the Foundation office is based on what is learned from the field. And much of what is learned in the field comes from similar projects, some also supported by the Foundation, some not. Through the process called networking, projects are encouraged to exchange experience and information. Networking takes many forms: it can mean exchanging written or visual materials; it can mean visits between projects; it can mean meetings for groups of projects; it can mean joint activities for training, dissemination and advocacy. In those countries where there are several Foundation-supported projects there is a growing move towards the formation of country networks, both formal and informal. Countries where projects have met together include Australia, Brazil, Israel, Italy, Portugal, South Africa, the United Kingdom, and the United States of America.

One aspect of networking which has been a feature of the Foundation for some years is a Project Staff Workshop, held in The Hague for a week. In 1989 the workshop was arranged for project staff from Spanish and Portuguese speaking countries and 10 participants came from projects in Argentina, Brazil, Colombia, Mozambique, Nicaragua, Peru and Spain.

A form of support which is new for the Foundation is the establishment of Regional Training and Resource Centres (RTRCs). The first, based in Singapore and covering Asia, began its activities during 1989 with a consultative meeting for people and organisations in the region involved in early childhood – both Foundation-supported projects and others. The second RTRC, based in Kenya and covering Africa, began plans and consultations during 1989 and is expected to organise its first activities during 1990.

National recognition

The Foundation has been concerned with early childhood since the early 1970s and it is now possible to see the emergence, in some countries, of a growing recognition at a national level of the importance of community involvement in early childhood development. One example of this is in Trinidad and Tobago where Servol, a local grassroots organisation, was asked in 1987 to act as the government's agent in developing a national non-formal programme of early education and care. By the end of 1989 over 150 new pre-schools have been set up in cooperation with local communities and sufficient teachers have been trained to staff them. In Peru, a project which began in a shanty town on the outskirts of the capital, Lima, has grown into a national programme which is now operating from a specially created Institute within the Ministry of Education. In Israel, the experience of Foundation-supported

projects over a ten year period is being used to promote family and community-based early childhood work through a national network of community centres – MATNAS. In Colombia, the experience of a programme based at the University of the North in Barranquilla is influencing the national effort to establish community-based early childhood centres throughout the country.

Within the Foundation

Some changes have occurred within the Foundation itself during 1989. The most notable of these was the retirement, at the end of 1988, of Willem Welling who led the Foundation as Executive Director for 20 years.

In the course of the year the Foundation's Board of Trustees agreed to increase the number of countries in which the Foundation could work. The first results of this decision are projects in two countries new to the Foundation – Chile and Indonesia. In the course of the year 13 new projects became operational and included a return to three countries where the Foundation has supported work in the past – Mozambique, Spain and Swaziland.

It is also necessary to record our grief at the death of one of our more senior programme directors during the year. Livingstone Mwaura was programme leader of the NACECE project in Kenya until his untimely death in a car accident in February 1989. Two other people in the car were severely injured in the accident – Fred Wood, Deputy Executive Director, Programmes at the Foundation, and Alois Letipila, NACECE programme officer in Samburu. We must also regretfully record the death in San Salvador in November 1989 of six priests, their housekeeper and her daughter. Two of the priests were working with organisations which are partners of the Foundation in early childhood programmes in El Salvador.

Publications and media

The Foundation has continued to publish its *Newsletter* every three months. Each issue contains a number of articles on a single theme and, during 1989, these covered bilingualism, progressing through partnership, training – a process of empowerment, and the right to read. The annual Spanish-language compilation of edited articles from the *Newsletter – Boletin Informativo* – appeared in the first part of the year. The general information leaflet about the Foundation, which was published during 1987 in English and Spanish, appeared in Portuguese and Dutch language versions during 1989. The report of the seminar held in Jamaica in November 1988 was published in English and Spanish in early 1989 – *Children and Community: progressing through partnership.*

The Foundation's series of videos on *Alternatives in Early Childhood Care and Education* was extended to five with the addition of *That Calibre of Woman* – based on home visiting programmes in Ireland – and *Not Only the Children* – based on the early childhood programme in Kenya. A full list of publications and videos available from the Foundation can be found on page 64.

About this report

This is the first Annual Report to be published by the Foundation and it replaces two previous publications – the Biennial Report and the *Current Programme*. The two Biennial Reports covered the years 1985-1986 and 1987-1988 and the *Current Programme* was published annually since 1986.

Most of this report is taken up with descriptions of major projects being supported by the Foundation and that is how it should be – for it is the work in the field being carried out by our partners which matters most and which deserves pride of place.

The projects listed are those with a duration of between one and five years and which were operationally active at the end of January 1990. The descriptions cover 105 projects which are being supported in 42 countries. Each one is described in terms of:

- the sponsoring institution, that is, the institution which is offically responsible for carrying out the activities for which the Foundation has made a grant;
- the title of the project;
- the duration of project activities supported by the Foundation; and
- an outline of the setting in which the project operates and its activities.

Where a current phase of a project was preceded by earlier phases of Foundation support these are referred to in the text.

Approval of major project proposals is the responsibility of the Foundation's Board of Trustees. Further information about the criteria used for earmarking funds to projects will be found in the financial section at the end of this report, together with a summary of where the Foundation's money comes from.

Rien van Gendt
Executive Director

6

Africa

Regional Training and Resource Centre for Africa

1990 – 1995

The Regional Training and Resource Centre (RTRC) has been established by the Foundation as an early childhood resource for the continent as a whole. The RTRC is housed in the grounds of the Kenya Institute of Education which provides administrative support and shares responsibility for the RTRC programme. The objectives of the RTRC include the identification of training needs in the region; the identification of training expertise in order to build up a regional training team; the provision of training facilities and the organisation of short term training programmes in Nairobi and elsewhere; and the building up of a library of educational and training resources relevant to the region. While the initial focus is to be on projects supported by the Foundation, it is anticipated that all the RTRC's programmes and resources will eventually be available to early childhood workers throughout the region.

Argentina

Ministry of Government, Justice and Education of the Chaco Provincial Government

Chaco parent education programme

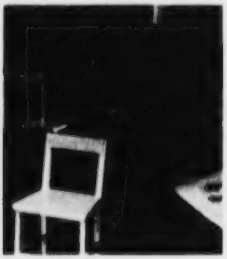
1989 – 1991

Beginning in 1979, the Centre for Research in Educational and Social Development (CIPES), with the full cooperation of the provincial Education Department, developed a training programme for parents in the remote, dispersed rural communities of Chaco province to further the education of their pre-school children at home. Teachers have been retrained to act as a support for parents; and regional and local materials have been used as the basis for curricular units in working with the parents and their children. In its second phase the project broadened the population involved to include a semi-urban area; included four-year-olds in the activities as well as those aged five; refined the materials already developed; and trained larger numbers of coordinators and supervisors. CIPES has trained staff in the newly created monitoring unit of the Ministry in using the materials and running the programme. Since mid-1989 operational responsibility for the whole programme of activities has been transferred to this unit.

Universidad Nacional de San Luis

Proyecto Cruz del Sur

1988 – 1991



The town of San Luis, like many others in Argentina, is experiencing an enormous growth in population because of migration from rural areas. Over 80,000 migrants live in shanty towns which lack most of the basic amenities including health services and education. Working with members of the local communities, the Education Department of the University of San Luis is setting up early education programmes in three of the poorest of these *barrios*. Three learning centres are being established where activities are organised for children and adults. Local mothers are being trained as animadoras to provide support to families and their children and the programme includes educational, health and nutritional aspects.

Asia

Regional Training and Resource Centre for Asia

1988 – 1993

A regional training and resource facility for early childhood care and education, based in Singapore, has been established to: help identify training needs in Asia; identify training expertise throughout the region in order to build up and support a regional training team; develop training courses; and provide a library of educational and training materials. The centre, run in collaboration with the Singapore National Trades Union Congress, plans to operate core courses for trainers, who in turn are expected to run courses for project staff in their own locations, with support from the staff of the centre. The bulk of the training work is expected to occur in the field, making use of the regional training team, so that the actual practice in specific situations can provide the material for training. Initially the RTRC will focus on Foundation-supported projects; however, eventually other early childhood workers throughout the region will be involved in the programmes and have access to the resources.

Australia

University of Newcastle (formerly the Hunter Institute of Higher Education)

Caravan children

1988 – 1991

Many of the approximately 300,000 Australians living in caravan parks are unemployed and cannot afford permanent housing. Surveys have highlighted the effects of caravan park life on children, who are described as being aggressive or fearful, unused to play, physically awkward and lacking in verbal skills. In an earlier phase, the project developed a programme for children and families in 17 caravan parks in the Hunter Valley region of coastal New South Wales, aimed at improving young children's social, emotional and physical skills and assisting parents to work together to improve conditions in the parks and to utilise available educational and health services. In its current phase, the project is focusing on providing training and support for local parents' groups and park managements to operate playgroups, after school programmes and parent education programmes. Efforts are also being made to extend the programme to other caravan parks in the greater Sydney area.

Contact Incorporated

Contact children's mobile

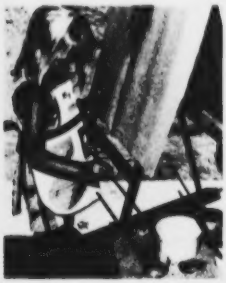
1987 – 1990

Family life on homesteads in the remote rural areas (outback) of the north-west quarter of New South Wales and Queensland is imperilled by boredom, alcoholism, low income, lack of competence in dealing with government services and, for children, little opportunity for contact with other children or adults. This situation is aggravated by parents' limited understanding of child development which can contribute to problems such as delayed speech, hearing and coordination problems and lack of social and pre-academic skills among the children. In collaboration with the Lady Gowrie Child Centre, an organisation with a distinguished record in early childhood education, a project has been developed to reach 400 outback children with intensive inputs and another 2,000 less intensively. This involves a mobile resource unit to provide early childhood education through home visiting and playgroup programmes. The mobile unit is complemented with a daily radio programme for children and parents.

University of Western Australia

Goldfields children project

1987 – 1990



Many families living in the Eastern Goldfields Region of Western Australia are itinerant: some work in mines, some on the railways, others are Aborigines. The effects on young children of several changes of school have been studied by the University of Western Australia which found that children who change school and residence at least once before they are eight years old tend to have lower academic achievements than other children. The project is developing and implementing an experimental system using interactive computer learning systems in seven sites. With backup from the team based at the University, teachers and teacher aides are using software which helps enhance the children's numeracy and literacy, while the computers enable children's progress to be monitored as they move from school to school.

Belgium

Vormingscentrum voor de Begeleiding van het Jonge Kind (VZWB)
(Centre for Training in the Care of the Young Child)

Flemish Training and Resource Centre

1985 – 1990

The Resource and Training Centre, operating throughout the Flemish part of Belgium, has developed a varied programme of materials, resources and training activities for people working with children aged 0-3 years. A particular target group is the 2,000 or so officially registered and supervised childminders who look after children in their own homes. Short courses have been developed for childminders and

the professionals who supervise them, audiovisual materials have been produced, and a magazine for childminders and people working in crèches and nurseries has been published.

Province of Limburg

Limburg immigrant children

1988 – 1991

The coal mining areas in Limburg have attracted immigrant labour since the 1930s. Seven different nationality groups are identifiable, none of whom have Belgian nationality, and who live within their own language groups. Unemployment rates are high as the coal mines are progressively being closed and action is being taken on several fronts to avoid the emergence of a totally marginalised community. This project is working with two pre-school centres and teachers to develop an understanding of the children's culture, and with parents and the community to strengthen the educational capacity of immigrant families.

Brazil

Governo do Estado de Pernambuco, Secretaria de Educação
(Pernambuco State, Education Department)

Projeto Arco-Íris

1984 – 1991

The project is working in the shanty towns of Recife and some of the depressed interior regions of Pernambuco, one of Brazil's poorest States. Working through two early childhood centres and supporting regional training centres for pre-school supervisors, strategies are being promoted that can be practically applied at the local level: parent education activities, teacher retraining, training para-professionals in the health, psychological and physical development of young children. Three main areas are targeted: parent education through adult literacy courses, early stimulation, and training.

Governo do Estado de Piauí, Secretaria de Educação
(Piauí State, Education Department)

Projeto Poti

1985 – 1991

In Teresina, the capital of Piauí, Brazil's poorest State, the educational and developmental needs of disadvantaged children are a cause for concern. At least 50 per cent suffer from acute malnutrition and a substantial number show signs of poor nutrition. Most leave formal schooling with no qualifications. During a three-year pilot phase, the project built up a system of 30 home-based crèches, run by mothers,

providing care and stimulation for children from 0-3 years and operated five pre-school classes for children aged 4 to 6 years. An innovative training programme designed to meet the needs of student monitors as well as the crèche workers was implemented. In a second phase, the project is extending its outreach to 10,000 children aged 4 to 6 years, working with student monitors. Because of the alarming levels of malnutrition, the Health Department, Social Services and other groups are involved in promoting health education and providing food supplements. Communities are involved in the planning process to encourage self-help and community participation in the children's learning.

Universidade Federal do Paraná (Federal University of Paraná, Faculty of Education)

Projeto Araucária — 1985 – 1993

Over half the children aged 0-6 in Curitiba, industrial capital of the State of Paraná, are in need of support while some 50,000 are left on their own during the day. In a first phase the project developed training schemes for teachers, student monitors and workers and administrators of creches. The theme-oriented training has encouraged the development of creative learning materials and activities relevant to local realities and culture. In a new phase, with continued support by the municipalities of Curitiba and Rio Branco do Sul, the project is helping to develop an integrated approach to the care of children aged 0-6. This approach includes the involvement of parents and families and the setting up of a Resource Centre at the University for training, developing of teaching and learning materials, research and evaluation.

Prefeitura Municipal do Natal, Secretaría de Educação
(City of Natal, Department of Education)

Projeto Reis Magos — 1986 – 1990

Of Natal's 87,000 primary school age children, less than a third attend school and the gap is even wider for the pre-school age group: only 6,000 of the City's 30,000 4 to 6 year olds receive any kind of service and there are no services for those under four. The project includes an integrated non-formal pre-school education programme with health and nutrition elements. A child-to-child programme is helping to train older children to take better care of their younger siblings. In-service training for teachers and student monitors is also a component of the project.

Fundação Educacional Padre Landell de Moura (FEPLAM)

Projeto em casa também se faz pré-escola, Porto Alegre

1987 – 1990

Disadvantaged communities in Porto Alegre in the south of Brazil face a lack of basic infrastructure, poor quality housing and virtually non-existent pre-school provision. These densely populated communities have a predominantly female population, low levels of education, high unemployment rates, and income levels far below the poverty line. The project aims to stimulate parents, public bodies and non-governmental organisations to develop non-formal pre-school activities for the benefit of 10,000 children aged 4 to 6 years. Parents' groups are being established. A multi-media parent education programme is being developed, together with support materials, to enable parents to work with their children in creating an environment to stimulate their overall development.

Federal University of Santa Maria

Três Barras

1987 – 1990

Educational provision in the rural area of the southern state of Rio Grande do Sul is poor. At the primary school level, schools are of low quality and often only provide an incomplete basic education. As in other rural areas of Brazil, pre-schools are virtually non-existent. The Federal University, working in cooperation with the Municipality of Santa Maria, is setting up a flexible, community-based pre-school education programme in Três Barras, a disadvantaged and isolated rural community near Santa Maria. Pre-school centres for children aged 3 to 6 years are being attached to each of four primary schools which function during the harvest months in the summer. During the winter a home-based approach is in operation. The programme focuses on early stimulation, health, hygiene and nutrition, and education materials are being developed to facilitate parents' activities with their children at home.

Fundação Fé e Alegria Regional do Brasil

Community crèches, Rio de Janeiro

1987 – 1990

The *favelas* of Rio de Janeiro are the scene for some of Brazil's most squalid and hopeless living conditions. Local community action has played a major role in attempting to organise services, including day care centres for young children of working mothers, to deal with this disadvantaged situation. The project is developing and delivering a training programme for the mainly unqualified mothers and monitors who work in the day care centres. In addition to improving the educational quality of the centres, emphasis is also placed on health, nutrition and training for community leadership.

19

Secretaría de Educação do Estado de Mato Grosso
(Mato Grosso State, Education Department)

Projeto Bocaiúva — 1988 – 1991

A network of urban social centres has been built over the past few years in the State of Mato Grosso to cater to the needs of migrant families from rural areas. The centres were designed to provide all-round services including health, social services and adult education, but a combination of lack of staff, effective programming, and general neglect has meant that they are unable to meet their objectives. The Secretary of Education and Culture, working in cooperation with the Health and Social Services Departments, has now set up a pilot programme in two of the centres which aims to adapt them for early childhood purposes, train parents and enhance interaction with grandparents for work in the centres and create better understanding of children's developmental and health needs. The project is stimulating the elderly, who still retain most of their culture and traditions, to pass these on to the children.

Fundação Fé e Alegria Regional do Brasil

Community health project — 1990 – 1994

(In association with the S-K Foundation, The Netherlands)

This project is linked to the Community Crèches project in Rio de Janeiro (see above) and aims to run parallel activities in the field of community health. Women from *favelas* are being trained as health workers to work with the monitors in the crèches and also with parents. The main emphasis will be on preventive aspects of primary health care but the health workers are also being trained to diagnose and treat common diseases. It is hoped that eventually both projects will be operating in 15 *favelas* in and around Rio de Janeiro.

Chile

Centro de Estudios y Atención del Niño y la Mujer (CEANIM)

Adolescent pre-school workers — 1990 – 1992

CEANIM is a non-governmental organisation which has set up pre-school programmes in 17 centres in marginal areas of Santiago. The programmes depend on full participation by mothers and cannot therefore cater for children of working mothers. This project will set up a pilot day care centre for children between 0 and 6 years whose

mothers are in employment and will involve adolescents as para-professionals to care for them. A special programme for the adolescents will include workshops on child development, opportunities for self development and participation in community activities. Parents and community will be involved in managing the centre and particular attention will be paid to health and nutrition.

China (People's Republic)

Central Institute of Educational Research (CIER) and **Qin County**

Hebei pre-school programme

1988 – 1991

In many rural areas, where 80 per cent of China's population lives, local governments are expressing their determination to improve their children's opportunities by investing in the construction and staffing of simple kindergartens and training centres. In Qin County, within the wheat-growing province of Hebei, a Rural Resource and Training Centre has been established to provide in-service training to support the staff of kindergartens in their own communities. Their work is supported by mobile units. The project is also developing curriculum and materials suitable for application in rural pre-schools, and working out ways to reach families and help them to create a healthy and stimulating environment for their children.

Colombia

Universidad del Norte (University of the North)

Costa Atlántica Early Childhood Programme

1988 – 1991

Since 1977 the Foundation has been supporting the University of the North, in Barranquilla, in efforts to improve child care and education in the Costa Atlántica region of the country. The central instrument of the approach was the development and support of *hogares familiares* – low-cost, community-based and para-professionally run centres for the care, nutrition and education of pre-school children. In collaboration with the Colombian Institute for Family Welfare (ICBF) – which is encharged with implementing a national programme utilising similar centres to reach 1.5 million children – the University has now embarked on an extension of its efforts in the Costa Atlántica region to reach a target population of approximately 700,000 children under seven years of age. The overall aim is to ensure that the emerging *hogares familiares* offer a genuinely developmental, not merely custodial, experience for children.

Centro Internacional de Educación y Desarrollo Humano (CINDE)
(International Centre for Education and Human Development), Medellín

CINDE Resource and Documentation Centre

1987 – 1992

With a growing number of projects in Latin America, and an increasing amount of information and educational materials being produced by them, it has become important to establish a more coherent information exchange. CINDE, whose work in the information field is fortified by practical project work in highly disadvantaged rural areas in Colombia, has set up a resource and documentation centre for innovations in early childhood care and education. The centre collates, extracts and circulates reports, articles and other specialised materials. It also organises workshops to disseminate relevant information both within the network of Foundation-supported projects and to other projects and institutions working in the field of early childhood care and education in Latin America.

Departamento Administrativo de Bienestar Social
(Department of Social Welfare), Bogotá

Ciudad Bolivar

1988 – 1992

In eight areas of Bogotá which have been designated as being in need of special attention, neighbourhood centres (*casas vecinales*) have developed for pre-school children. The project is introducing a phased training programme for the staff and volunteers of these centres to improve the quality of education and care for pre-school children. The training programme operates partly through seminars and workshops and partly through in-service activities. Parent education programmes to bring about better health and nutritional conditions for children are also organised, and efforts are being made to promote greater community participation in the *casas vecinales*.

Dominica

The Social Centre

Children of adolescent parents

1986 – 1992

The island of Dominica has a young population – 35 per cent are aged under 20 – while nearly half the female population are single parents. The project is aimed at 'at-risk' teenagers, with or without children, with the objective of improving their knowledge and skills in child development, health and nutrition and their self-awareness. Courses are also available to prepare young people for employment or small business activities. There is a centrally-based programme at the Social Centre in Roseau, where crèche facilities are available, and an outreach programme for teenagers living in rural areas. While most of the participants are young mothers, wherever possible their families and the children's fathers are also involved.

El Salvador

Fé y Alegría

Children of street vendors project

1989 – 1991

The continuing civil war in El Salvador has led to more than 600,000 people being displaced, largely to urban areas. A high proportion are women and children and in order to survive many of the women try to make a meagre living by selling fruit and vegetables in the street markets. The children usually accompany their mothers to the market,

where they have little chance to play or to learn. Most of the children do not attend primary school, and start working themselves by the age of seven. The project is establishing a Child Development Centre a short distance from the central market of Soyapango, a densely populated industrial suburb east of San Salvador. It is operating a day care programme for the children while involving the mothers in all aspects of the Centre.

France

Association Collectifs Enfants-Parents (ACEP)

ACEP parent-run pre-school centres

1986 – 1992

ACEP is a national federation of over 600 day care centres initiated and managed by parents, where parents and professionals work together on a partnership basis. In a first phase the project set up pilot centres in four different types of community where immigrant and indigenous parents and child care professionals are together managing and running varied forms of child care facilities as well as setting up links with other local services. In a second phase the project is disseminating its approach at local, regional and national levels. It is hoped to set up another 30 *crèches parentales* in disadvantaged areas together with a technical and pedagogical support system. On a national level ACEP is undertaking advocacy on behalf of young children in social intervention and prevention programmes and influencing policies and training to ensure that the necessity of parental involvement is accepted and to enhance the process of social integration for disadvantaged families.

Fédération des Foyers Ruraux (Federation of Rural Community Centres)

Pre-school care in rural Southern France

1988 – 1991

Over a quarter of the total population of France lives in rural areas but few are farmers. Many young families are unemployed and the educational facilities available for their young children are sparse. Three small areas in the Languedoc-Roussillon region have been selected in order to explore a variety of strategies with people living under different circumstances. Among the strategies being envisaged are the setting up of parent-run crèches, mobile crèches, playgroups and home-based crèches; training and support for parents, community members and professionals; coordination of the various bodies providing services for children and families; and the stimulation of parent-based networks.

Germany (FR)

Forschungsgruppe Modellprojekte (Research Group for Model Projects), Essen

Turkish children and mothers

1985 – 1991

People of Turkish origin form the largest single group of foreign workers in West Germany. Integration with the host society has been difficult, especially for young children torn between the two cultures of family and neighbourhood. During its first phase, the project initiated mother and child pre-school activities in a primary school which have served as a model for other schools working with minority groups. The project also initiated a number of creative cultural activities and provided language, health and other courses for mothers. In its current phase, the project is continuing these activities while intensifying contact with other bodies involved with the Turkish immigrants who wish to cooperate with the project or who need advice on working with minority children and families. Attention is being given to the development of educational materials and helping primary school teachers understand the needs of immigrant children through workshops and training seminars.

Indonesia

Satya Wacana Christian University

Child development survey

1990

The government of Indonesia decided in 1989 that all teacher training should be university-based. There is thus a need to develop a curriculum for training pre-school teachers and the Satya Wacana Christian University is carrying out a one-year survey in marginal communities, both rural and urban, to help prepare this curriculum. The survey will investigate existing child rearing practices; identify pre-school activities which involve parents; identify groups of children who are left out of the educational process; and discuss with parents, community leaders and the women's organisation how they might join forces for the benefit of children.

Ireland

Udarás na Gaeltachta (State Development Agency for Gaelic-Speaking Regions)

Children in the Gaeltacht

1984 – 1991

photo by Lane Studios

Starting in 1979 in the economically-depressed islands on the west coast of Ireland, the project is now expanding to work in all the Gaelic-speaking areas of Ireland. All activities are aimed at instilling an understanding of and commitment to the value and importance of parents in their children's development. A home visiting scheme for parents of children aged 0-5 years is carried out by mothers from the same localities, and work with schools has succeeded in encouraging special programmes for parents and children before primary school entrance and in the first years of school. Particular emphasis is given to the values and traditions of the Gaelic language and culture.

Eastern Health Board

Community mothers programme

1988 – 1990

The programme's origins go back to 1979 when the Eastern Health Board (EHB) was one of four authorities participating in the Child Development Project run from the University of Bristol in the UK. Between 1983 and 1988 the EHB developed and adapted the programme to suit local conditions and the current two-year phase of operations has the objective of consolidating and widening the programme throughout the greater Dublin area. Community mothers are local women who are trained and supervised by Family Development Nurses to carry out a structured programme of visits to mothers of young babies in the same locality. The visits cover a range of matters affecting both mothers and children and include health, nutrition and overall development.

Togher Pre-School and Family Centre

Togher Family Centre

1989 – 1991

The Togher area of the city of Cork comprises public housing estates and a population with an unemployment rate above 50 per cent. A pre-school, set up in 1983, became the basis for the Togher Family Centre which was set up in 1986. Members of the community are involved in the management and running of the Centre. The project is aiming to support and develop existing programmes such as the parent-run crèche, family education, and activities for adults. Emphasis is being given to training parent volunteers, the development of a home visting

programme, organisational development, and outreach to other similar centres in Cork.

Israel

Renewal Department of the Jewish Agency

Morasha project

1982 – 1990

Working originally in the Morasha area of Ramat Hasharon, the project made concerted efforts to build individual capacity and responsibility in an immigrant community, mainly of North African origin, and develop the skills and understanding to provide educational services for children aged 0-6 years on a self-help basis. In 1989 a new body was formed – the Regional Association for Early Childhood and Family Education, Sharon Region – which is now developing new activities such as parent education programmes; and extending and spreading its other programmes – home visiting, family day care and para-professional training – in three other communities in the greater Tel Aviv area.

photos by Lea Peskow

28

The Association of the Education and Development Project

Early childhood and parent education in the Negev

1988 – 1991

Starting in 1981, a series of parent-oriented educational activities was developed in Sderot, a Development Town in the Negev in southern Israel. These activities are now being extended to other towns in the Negev which face a range of socio-economic hardships. Implementation of programmes is based on local needs and will include pre-school facilities for 0-6 year olds, enrichment activities for primary school children, programmes in community centres and health clinics and home visiting schemes, all involving parents and specially trained para-professionals from the same communities.

The Association for the Advancement of the Ethiopian Family and Child in Israel

Beta Israel project

1985 – 1991

The *Beta Israel* consists of some 12,000 Ethiopian Jews who have settled in Israel since the mid-1970s, many during the drought and famine of 1984-85. Many families found the experience of adjusting to their new homeland traumatic. During its first three years the project, which is located in Beer Sheva, developed a range of community-based child and family oriented programmes including cooperative pre-schools, enrichment programmes, home visiting services, group work for parents and adolescents, and a health education programme. Ethiopian women, trained as para-professionals, implement many aspects of these programmes. In a second phase, the project is extending the range of its programmes throughout Beer Sheva and also in Ashkelon; intensifying its home visiting programme; instituting a training programme for health and education workers; and expanding its health education activities. It is also undertaking dissemination and advocacy tasks in cooperation with national bodies.

Trust for Early Childhood Family and Community Education Programmes

Arab communities project

1985 – 1991

Based on the experience of East Jerusalem (see below), the project in its first phase identified four locations where comprehensive education services for pre-school children linked with home-based family support programmes were needed and where there was a readiness on the part of local leaders to become involved. Through para-professional training, family day care centres, home intervention and leadership courses, it was possible to reach a target audience of more than 5,000 families. The production of a series of Arabic newsletters on child-related topics for mothers and families also had considerable impact

with a circulation of 15,000 copies. In its second phase, the project is increasing the number of communities involved, strengthening its training programmes, introducing the concept of the community school within existing primary schools, and further developing written and audio-visual materials.

The Jerusalem Foundation

East Jerusalem project — 1986 – 1991

Between 1979 and 1985, the project developed a unique educational model, linking centre and community-based activities for young children and families in deprived neighbourhoods of the Old City of Jerusalem. Among the programme's innovative elements were the development of a training system for para-professionals, the extension of the 'parent' concept to include older sisters, the involvement of fathers and adolescent boys, and a productive role for the elderly. The experience in East Jerusalem led to the setting up of a new project to reach out to other Arab communities (see above) and the activities in East Jerusalem are now being consolidated and institutionalised.

Association for community and education in Acre (YAHAD)

Acre project — 1986 – 1990

Acre, in northern Israel, has a mixed Jewish and Arab population. Acre faces a number of problems: poor housing, high unemployment and a lack of adequate educational facilities. The project is working with both Arab and Jewish parents, children and other community members in an effort to overcome some of the problems affecting young children. Activities include child care, informal pre-school enrichment, resource provision, community organisation and multi-disciplinary training for para-professionals. Both Arab and Jewish residents actively participate at all levels and links are being made with city-wide institutions.

Israel Association of Community Centres (MATNAS)

MATNAS project

1989 – 1992

MATNAS is a national association responsible for some 150 multi-purpose community centres in Israel, mainly located in Development Towns and depressed urban neighbourhoods. About half of these centres run varying types of early childhood and parent education programmes and the aim of the project is to develop a range of training and curriculum models to suit the needs of professional and para-professional staff and parents. The project is working at both local and national levels and using the accumulated knowledge and experience of other Foundation-supported programmes in Israel to promote early childhood work involving family and community.

Italy

Comune di Milano, Ripartizione Educazione
(Municipality of Milan, Education Department)

Tempo per le famiglie: family time

1985 – 1991

Although the City of Milan has excellent day care services for children aged 3-6, their high cost and the fact that many mothers of children aged 0-3 do not work outside the home, led the Education Department in 1986 to set up a pilot family support centre for both children and care givers: *Tempo per le Famiglie* in one of Milan's working class districts. Foundation support during the first phase of the Centre's operation enabled the development of an enrichment programme for children, support and education for parents, training of para-professionals, and the interaction of education and social service professionals with parents. In its current phase, the project plans to establish three new centres, further develop and refine the training programme for professionals and para-professionals, utilise the existing Centre as a demonstration and training facility, and work towards the establishment of this approach as a new form of early care and education within the City's education programme.

photos by Alberto Rover

Istituto per la Promozione dello Sviluppo Economico e Sociale (ISPES)
(Institute for Economic and Social Development)

Basilicata project

1986 – 1992

Basilicata, in southern Italy, is mountainous, thinly populated and poor. Based on the experience gained by ISPES in a project supported by the Foundation until 1986 in neighbouring Mingardo, the project aims at a comprehensive policy for the care and education of young children. The objective is to introduce new ways of working in the health and education sectors with the overall goal of better coordination and cooperation within and between the two services, while at the same time sensitising parents and community members to their own capacities for involvement in the process. Project activities range from training and upgrading of professionals and key people in the institutions, producing learning materials, to launching parent education experiments and backing up local initiatives, such as Cooperatives for Social Work, throughout the region.

Education Department, Region Molise

Molise project

1987 – 1990

Services in the Molise region, including education, are scarce and deficient. Up to four years of age there is no provision for children whatsoever. For 4 to 6 year olds, kindergartens are available, even in the smallest villages, but their quality is generally poor. *Operatori culturali*, who are all trained teachers, have been working in the region (employed by the regional authorities), but were generally unprepared for community education work. The project is developing strategies to encourage the various institutions and agents to cooperate more closely in meeting the needs of children, and is training the *operatori culturali* to act as local coordinators between education, health and social services and the family, to promote better quality services and the educational capacity of families.

University of Bologna

Po Delta project

1987 – 1990

The Po Delta is a relatively depressed, predominantly agricultural rural area, with high unemployment rates. A low level of coverage of pre-school education in the area has resulted in exceptionally high school failure and drop-out rates in primary and secondary education. Together with the Education Department of the Emilia Romagna Region, the University of Bologna is developing a controlled experimental project operating in five communities. The objective is to elaborate an adjust-

able model of early education for children from 0 to 6 years of age. Activities are being developed in response to the varying needs of these children and their families and make use of the resources of the family, the community and existing educational and social services. Members of the five communities have been involved from the planning stage, and parents are encouraged to participate in planning of action and running activities at each of the five centres which have been created.

Jamaica

University of the West Indies

Teenage mothers project — 1986 – 1992

Teenage parenthood is a disturbing feature of the breakdown of traditional family structures in the Caribbean. The social, economic and personal consequences for these mothers and for the children themselves are disastrous. Low birth-weights, malnutrition and illness are common among these highly disadvantaged infants and there is a need to provide young mothers with support and education in child rearing. The project has established a resource and day care centre in an area with a high proportion of teenage parents which is developing preventive programmes for adolescents in the area's secondary schools and a local demonstration facility for 30 adolescent mothers and their children.

University of the West Indies

Advanced studies in early childhood education — 1987 – 1990

Recognising that in Jamaica and the rest of the Caribbean, as in many other countries, training for teachers in early childhood education is generally at a low level, the University of the West Indies has designed a part-time Bachelor of Education course specifically for early childhood education personnel. The course, which runs for six weeks each summer over a period of six years, aims to train a cadre of specialist personnel who will provide leadership in early childhood education in the region.

Ministry of Education/University of the West Indies

North Coast project — 1987 – 1990

The Foundation has supported a series of projects since 1966 which were designed to raise the level of Jamaica's Basic Schools – all run by their local communities. However, it was recognised that in certain areas with few employment prospects and poor living conditions, the

schools were functioning at a very rudimentary level, often without guidance or educational materials. This project provides added support for new staff setting up Resource Centres to aid Basic School teacher development. The Centres stress the need to give greater attention to increasing parental understanding of child development and to improving nutrition. The project is directly linked with the work of a Teacher Training College on the north coast which can provide a new support dimension for women working as teachers in Basic Schools in Jamaica's remote areas.

Japan

Shakaifukushi-Hojin Betaniya Home (Social Welfare Council, Bethany Home)

Services for mothers and children in refuge centres

1986 – 1992

The growth in the number of single-parent families in Japan has led to the need for readjustments in ways of thinking about and coping with women and children who are virtually cut off from their families. The Bethany Home is one of several hundred similar voluntary institutions in Japan and, in a first phase of Foundation support, renewed and consolidated several existing programmes to help these families, mainly in a residential setting. In a second phase, the Home is developing its training programmes for workers and improving services for single parent families during and after their stay. More emphasis is being placed on extending services into the community and on the adoption of new methods in other settings throughout greater Tokyo.

Kenya

Ministry of Education, Science and Technology

NACECE

1984 – 1990

The National Centre for Early Childhood Education (NACECE), based at the Kenya Institute of Education in Nairobi, coordinates and supports early childhood teams throughout the country. Working through District Centres for Early Childhood Education (DICECEs), the programme provides training for pre-school teachers and those who train them; helps to develop curricula and teaching methods adapted to the language, culture and traditions of local communities; and emphasises the involvement of parents and the local community in all aspects of pre-schools. This includes building, equipping and managing pre-schools, providing resources and materials, and contributing to the curriculum. Training provided by NACECE/DICECEs is usually in-service and is located in the localities and schools where people work.

Samburu County Council and National Centre for Early Childhood Education

Samburu project

1990 – 1992

The Samburu people, living in the northern part of Kenya, are by tradition nomadic with a subsistence economy based on cattle. Drought and disease have decimated the herds which has led to radical changes in the way of life. The project, initially conentrating on three areas, will be working with families, communities and existing services to develop programmes which will improve the quality of life of young children. Particular attention will be paid to: education; environmental and personal hygiene; food production and conservation; nutrition; health; and an understanding of traditional survival skills in the context of the culture and traditions of the Samburu people.

Lesotho

Ministry of Education

Early childhood development

1989 – 1991

More than 200 early childhood development centres have been set up in Lesotho by local communities. The Early Childhood Development Unit of the Ministry of Education is developing a programme of in-service training workshops, curricular development and parental education in the three most densely populated districts of the country. Reference teachers have been identified in each district who will act as training coordinators and workshops to make toys and materials are organised for parents and teachers. Working with local leaders, village health workers, parents and communities, the aims are to develop both a training system for underqualified teachers and locally relevant materials, and to create greater awareness nationally and locally of the needs of young children.

Malaysia

Kementerian Kebajikan Masyarakat (Ministry of Welfare Services)

Alternative child care project

1984 – 1992

A nationwide sample survey of child-care services in 1982 revealed that the quality of care available was uneven. A new child care centre law is being implemented by the Ministry of Welfare Services which has also initiated this project. During its first three-year phase, the project provided basic training programmes for 140 government staff and more than 300 workers in child care centres in plantation areas. Malay

villages and in the capital, Kuala Lumpur. Basic parent education programmes were also developed. During the second phase the central training capacity is being strengthened and broadened with the establishment of training and development teams in each of the country's states. They are concentrating on health, hygiene, support for children, interaction with children and general management of child care services. State-level resource centres will also be established to support the training programme, with a focus on the diverse cultural backgrounds of Malaysian children and the use of relevant materials and toys to stimulate child development.

University of Malaya Faculty of Education

Malaysian child development study

1986 – 1990

This study aims to remedy the lack of hard data available for designing early childhood programmes in Malaysia. In the absence of factual information about such aspects as physical and social development, dietary and child rearing practices among Malaysia's various communities, many of the programmes for the 500,000 Malaysian children attending day care and pre-school centres, are planned on the basis of information about children in Western countries. The research covers physical, health, cognitive, language, social and emotional factors and is a combination of cross-cultural and longitudinal research. Children aged 3-6 years are being studied and tested in different settings and the research results will be fed into existing teacher training and early childhood education programmes.

Morocco

Université Mohammed V (Mohammed V University)

Pilot pre-school project

1986 – 1990

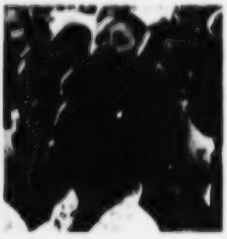
Responsibility for pre-school education in Morocco is divided among different ministries and private organisations, each of which runs its own network and for which hardly any curricula or suitably trained staff are available. The project has set up a pilot pre-school/training centre within the structure of the Ministry for Youth and Sports which has succeeded in developing an alternative approach to pre-school from the more formal methods used elsewhere in the country. In-service training is given to teachers which emphasises practical work and constructive activities for children and their parents. One training course is for teachers from throughout the country; another, in Rabat and Salé, is carried out through grouping clusters of pre-schools on a network basis.

The project is now working towards contacts with other organisations which are responsible for pre-schools and hoping to disseminate its materials and methodology throughout the country.

Mozambique

Ministério da Saúde, Direcção Nacional de Acção Social
(Ministry of Health, Directorate for Social Action)

Hulene project 1989 – 1994



Hulene is a neighbourhood 10 kilometres from the capital, Maputo. Its 50,000 inhabitants include many people from other parts of the country who have sought refuge from the war, drought and other natural disasters. Some 7,000 children aged 2 to 7 attend the *escolinhas* which have been set up by members of the community. The project is developing training programmes for the *animadores* working in the *escolinhas*, mostly young women, and testing a relevant early childhood curriculum. These activities are part of an integrated development programme which includes food production, health and nutrition, leadership training and other forms of adult education.

The Netherlands

Museum voor het Onderwijs (Museum of Education) The Hague

Museon 1985 – 1992

The Museum provides educational services to schools and focuses on the theme 'Man and His World'. Traditionally catering to the 9-18 age group, the Museum is now reaching out to younger children. The project has developed support materials for teachers of these children based on the daily lives of children in the Sahel region of Africa, and is using the Museum setting to develop expertise in the use of Museum facilities. Some 5,000 young children are visiting the exhibition each year in school groups as part of the programme while many others visit independently with their families. The overall aim is to enhance the multicultural perspective in education, and the children's awareness of

the world as an interdependent system. The Foundation supported the development stages of the project, which is now the responsibility of the *Museon*, and is providing some further financial support for a limited period.

Stichting het Kind in de Buurt, Groningen
(Child and Neighbourhood Foundation)

Young families at risk — 1985 – 1991

In the northern provinces of The Netherlands an estimated 25 per cent of the labour force is unemployed. With the breakdown of the traditional family structure families headed by teenage parents, often single, are becoming common. A first phase of the project, based in the province of Groningen, addressed the problems faced by such families by training young parents and adolescents in parenting techniques through practical activities in neighbourhood crèches. The adolescents, who are not themselves parents, are in vocational schools and, as part of the project's preventive programme, have developed teaching materials on teenage parenthood. In a second phase, the project is extending its work to the neighbouring provinces of Friesland and North Holland, as well as refining and implementing a curriculum with related materials to enable teachers in vocational schools to instill a deeper understanding and interest in child development.

Stichting Samenspel Rotterdam

Samenspel (Joint Action) — 1989 – 1992

The project is working in two inner city areas of Rotterdam which have been designated as Educational Priority Areas by the Ministries of Education and of Social Welfare. Poor housing, high unemployment and school failure are features of the areas and some 40 per cent of children aged between 0 and 4 are of Moroccan and Turkish origin. The overall aim is to develop an intercultural early childhood care and education programme and build up capacity in the children's parents and the staff of playgroups. Organisations of Moroccan and Turkish immigrants are involved in the management of the project and women from these communities are being trained alongside established Dutch playgroup workers, many of whom have little or no experience in working in multicultural settings.

Stichting het Kind in de Buurt, Limburg
(Child and Neighbourhood Foundation)

Young families as risk — 1990 – 1992

Following the pioneering work of the project of the same name in the north of the country (see above), a similar Foundtion has been established in the southern province of Limburg to introduce similar methodologies in day care centres and vocational schools in the town of Maastricht. Working in cooperation with the team in Groningen, it is hoped to create a system of activities within existing institutions and agencies to respond to the needs of young children and their parents, staff of day care centres, and students in vocational schools.

Netherlands Antilles

Centro pa Desaroyo di Antiyas (SEDE Antia)
(Centre for the Development of The Netherlands Antilles)

Sede Antia project — 1986 – 1992

The status of The Netherlands Antilles as part of The Netherlands and the adoption of Dutch as the official language have kept the islands apart from educational developments elsewhere in the Caribbean. Increasing numbers of mothers are seeking paid work to help their families survive. At the same time extended and nuclear families are giving way to one parent households. Various forms of day care provide for only 25 per cent of the 0 to 4 year-olds. Working with existing day care facilities, the project organises courses in child development for different levels of staff and encourages parental involvement in the work of day care centres. Modern curricula, appropriate to the needs of each island, and appropriate learning materials are being developed. A Coordination and Documentation centre has been established in Curaçao which, it is hoped, will be replicated on the other islands.

New Zealand

Ministry of Education

Anau Ako Pasifika — 1988 – 1991

More than 120,000 people from the Pacific Islands of Samoa, the Cook Islands, Niue, Tonga, the Tokelau Islands and Fiji live in New Zealand and make up three per cent of the population. Drawn originally to New Zealand by the prospects of employment, the adults now face job losses in the light of economic recession. The project is training and upgrading para-professional Islanders working in community-based day care centres, as well as supporting a home-based programme to improve health practices, nutrition, and parenting skills. Much of the work is carried out in language nests catering for all ages from new-born babies to grandparents. Activities focus on the language and traditions of the home islands as well as on the English language and developing educational materials from what is to be found in the local environment.

Nicaragua

Ministerio de Educación (Ministry of Education)

Rural education project — 1990 – 1993

During the first two phases of the project between 1981 and 1989, efforts were concentrated on the construction of adequate infrastructure and developing a possible model for community-based pre-schools in six communities in the north-west region of Nicaragua. The pre-schools use local mothers trained as para-professionals, with an extension arm staffed by student volunteers under the guidance of professional teachers and staff of the Ministry of Education. This has emerged as both effective and feasible despite the difficulties of the area. The project is increasingly operating from community centres and facilities and private homes. In its current phase, the project has expanded to more communities in other parts of the country, and is working to refine the training courses and to increase the involvement of parents and community members to create a more supportive environment for the young child.

Centro de Educación y Comunicación Popular (CANTERA)

Ciudad Sandino

1989 – 1991

Ciudad Sandino is a highly disadvantaged municipality close to Nicaragua's capital, Managua. Its 66,000 inhabitants live in conditions of extreme poverty, lacking practically all basic services. Many children are at risk, confronting malnutrition, severe neglect, abandonment, violence and sexual abuse. The project is involving the community in finding solutions to these problems. Community members, particularly adolescents, are being trained to work with parents and children at risk, and an educational programme for parents focuses on their personal and family problems and how these affect the development of their children.

Nigeria

UNICEF (Nigeria)

Nigeria child development

1987 – 1991

Based on the findings of surveys which investigated existing child care arrangements and family needs, activities are now under way in the two local government areas of Oyo and Owo which include both urban and

rural communities, and are beginning in three further areas. The programme's social mobilisation approach involves all those who look after young children – mothers, siblings and other care givers – and emphasises child development, health and nutrition, the use of locally relevant materials, and the reinforcement of local languages and traditional cultures. The project is linking the various bodies which provide services to children and their families, and works also through local women's organisations. These have jointly set up three demonstration child care facilities which offer training programmes relevant to local needs. The project is part of a wider initiative to promote rural development and to lessen the heavy burden of food production and processing which falls on women and children.

Norway

Nordlands Forskning (Nordlands Research Institute), Bodø

Saami programme

1984 – 1990

The Saami people are among Europe's oldest and most distinctive ethnic and cultural minorities. Those living in mixed communities in coastal and central areas have tended to regard themselves as disadvantaged. As a result, many Saami parents pass on to their children negative self-images which are reflected in poor performance at school. The project is working with Saami parents and with teachers, helping them to run early education groups. The project's stress on the use of the local Saami languages and culture is intended to increase and improve children's self-confidence and self-concept and equip them to cope with the demands of the school system and the challenge of living in a culturally mixed society. Priority is also being given to developing information programmes for the non-Saami majority with the hope of influencing the education authorities to include more material on the Saami culture in the mainstream curriculum.

Pakistan: special project with refugees

Stichting Vluchteling and International Rescue Committee

Afghan refugees project, Peshawar

1987 – 1990

Up to five million Afghans have sought refuge in neighbouring Pakistan since the 1979 Soviet intervention in their country. Many of them come from rural areas and are largely illiterate. Their physical condition is poor, with widespread malnutrition and general health problems. Children especially lack stimulation and support. The project

is stimulating the overall development of the children and working to strengthen the mothers' role as prime educators, through the development of early childhood facilities in conjunction with health services and the training of para-professionals to work with the mothers. Special attention is also being given to improving health and nutrition.

Peru

Instituto Nacional de Investigación y Desarrollo de la Educación (INIDE)

National non-formal education programme

1990 – 1994

This programme has its roots in a pre-school project, based in Ate-Vitarte near Lima, which began in 1979. Since that time a comprehensive system of training and support for the non-formal sector has been developed which involves the training of local women as *animadoras*, the development of a culturally relevant curriculum, involvement of parents and communities in their children's education, and the training of professionals who supervise and coordinate non-formal pre-school education programmes. Semi-autonomous training teams have been set up in four of Peru's 19 regions and, since 1987, the work has included the first years of primary school and adaptation of curricula in teacher training colleges. The current project, based at INIDE which is the institute for educational research and innovation of the Ministry of Education, seeks to expand the number of regional training teams to cover the whole country and increase collaboration with non-governmental organisations. Coverage will be expanded to include the 0 to 3 age group with special emphasis on their health and nutrition needs.

Photo by J.-M. Rodrigo

45

Portugal

Instituto Politécnico de Faro
(Polytechnic Institute of Faro, College of Education)

RADIAL (Rede de Apoio ao Desenvolvimento Integrado do Algarve – Support Network for Children and Community Development in the Algarve)

1985 – 1990

Opportunities in the rural hinterland of the Algarve are few and many young adults leave home to work in the tourist industry on the coast or elsewhere. Young children are often brought up by members of the extended family and have limited educational and employment prospects. Based at the Polytechnic Institute of Faro, RADIAL set up children's centres in four villages which are now managed and run by the local communities. Activities are arranged for children as well as for adults – teachers, parents, local leaders, grandparents and siblings. A mobile support project visits small hamlets where trained professionals work with mothers and children in small groups. RADIAL has also helped to set up vocational courses which led to the establishment of business enterprises, thus encouraging economic development in the area. In all activities, the project draws heavily on the rich cultural resources of the Algarve.

Centro Regional de Segurança Social de Lisboa (CRSS)
(Regional Social Welfare Service, Lisbon)

Projeto Amadora — 1985 – 1990

The *bairros da lata* of Lisbon are populated by migrants from rural areas who have come to the capital in search of employment and immigrants from former Portuguese colonies. Children growing up in the *bairros* face survival problems at subsistence level. In 1985 CRSS began to retrain teachers, health personnel and social workers to equip them to work with immigrant families, involving family members in para-professional roles. During the project's first phase, the four sites in which it worked experienced dramatic social and cultural changes, including a much greater degree of community participation and collaboration. In its current phase, the project is extending its work to 12 *bairros* around Lisbon to counter the negative impact of the living conditions on the child population. Parents and community members are being trained to play a part in multi-purpose centres in which child care, parent and family education are significant elements. A major objective of the project is to sensitise the workers of the Social Welfare Service to the special needs of inhabitants.

Instituto de Estudos para o Desenvolvimento
(Institute of Development Studies)

ECO project — 1986 – 1991

A 1980 study showed that 49 per cent of children from deprived urban neighbourhoods failed in the first grades of school. An initial phase of the project began in 1983 to work with four schools in two working class neighbourhoods in Lisbon to develop innovative and community-oriented methods to change what were seen as backward and unsympathetic pedagogical practices of elementary school teachers. In a second phase which began in 1986, the project was able to extend its strategy – including the design and publication of support materials, in-service training and the organisation of seminars for policy makers and leaders of teacher training colleges – to 17 schools in three areas of the country. In its current third phase, which began in 1988, the project is working closely with the Ministry of Education to achieve a national impact for the project's work through teacher education programmes.

Singapore

National Trades Union Congress (NTUC)

Alternative child care services

1986 – 1992

Government estimates suggest that by the early 1990s, some 20,000 Singaporean children will need day care services – more than three times the places currently available. The NTUC, which operates 12 child care centres, is developing an approach to child care which focuses on community participation. With Government and Foundation assistance, the NTUC is opening new centres in the empty ground floor spaces beneath multi-storey apartment buildings in which most families live. This is part of a comprehensive national effort to open 70 community-based centres to serve working parents in Singapore.

Institute of Education

Singapore II

1986 – 1992

Research carried out by the Institute since 1983 has provided the first comprehensive data on the social and cognitive development of children in Singapore. The project is now working to upgrade pre-school teachers' skills. An 18-month course for teachers and supervisors from 40 different pre-schools has been organised in which they attend weekly workshops at the Institute for five months followed by regular workshops and supervision in their own pre-schools. Teachers participating in the Institute's workshops are encouraged to share what they learn with their colleagues. The project is also disseminating its findings to professionals and parents through public seminars, publications and a mass media programme.

South Africa

Community Education and Development Trust

Chatsworth Early Learning Centre, Durban

1984 – 1991

The Early Learning Centre was established in the Durban suburb of Chatsworth in 1978 as a low-cost facility providing pre-school programmes and related community activities to the largely Indian population. The centre has raised interest in the education of young children in Chatsworth through activities such as a mobile play centre in a converted bus; the establishment and support of backyard nurseries and playgroups; parent training programmes; a small pre-school resource centre; a community newsletter; teacher training courses, workshops and support programmes; and a health programme for pre-school children. Parents and other community members are involved in the planning and implementation of these activities.

Entokozweni Early Learning and Community Services Centre, Soweto

Entokozweni project

1986 – 1991

The Early Learning and Community Services Centre was set up in 1974 in Soweto, the country's largest black urban community. It caters for children from six months to six years, and its programme of activities is geared towards assisting the children to express themselves and to develop their learning ability. In addition, training workshops and demonstration classes have been set up for pre-school workers. A child-minding programme is linked to the project, where childminders are trained and receive support, while a home-based playgroup programme uses trained home visitors who focus on health and nutrition as well as educational activities. Programmes for parents help to increase their confidence with children and improve their educational role.

Centre for Social Development, Rhodes University

Grahamstown project

1987 – 1991

During its first three years of existence the Foundation-supported pre-school project of the Centre for Social Development of Rhodes University in Grahamstown provided training and resource facilities to existing pre-schools, and helped establish home-based services. In a second phase, the project is consolidating its urban activities and concentrating on developing rural outreach activities by helping to set up rural pre-schools, providing pre- and in-service training for pre-school teachers and play group leaders, and establishing an

education programme for parents. Special attention is given to early stimulation, improved nutrition and parent support.

East London and Border Association for Early Childhood Educare

Border Early Learning Centre, East London

1987 – 1991

This project continues and expands the work of an earlier Foundation-supported project by providing in-service training for pre-school teachers in the East London and Border area. It has a training programme with para-professionals in hospitals to support the overall development of children in their care, clinic based activities for mothers, and a support programme for newly established pre-schools in the Eastern part of the Cape Province. The Centre's Teacher Educare course has been accredited by the South African Association for Early Childhood Educare and has set a standard for pre-school teacher training throughout the country. Satellite Centres have been successfully established in the region which have taken over part of the training and support activities.

Rural Pre-school Development Trust, Viljoenskroon

Ntataise

1987 – 1991

Ntataise (a South Sotho word meaning 'to lead a young child by the hand') started by training para-professional pre-school teachers in the rural areas around Viljoenskroon in the Orange Free State where it succeeded in convincing local farmers to demonstrate a responsibility towards the children of the labourers on their holdings and over 25 pre-schools are now functioning. The pre-schools are provided by the farmers, while the project trains the para-professional teachers and provides support services including play materials and a mobile library. The project has recently expanded its activities to other areas and reaches out to more than 100 similar pre-schools in other farming areas of the country. Activities include residential pre- and in-service courses for para-professional teachers and the project has produced a comprehensive training guide and videos for training purposes. Parent education programmes focusing on child development, health and nutrition are being strengthened during the current phase of the project.

Western Cape Foundation for Community Work

FCW outreach project	1987 – 1991

The Western Cape Foundation for Community Work (FCW), does not run its own pre-schools but supports community organised pre-schools in and around the Western Cape and Cape Town. It provides a variety of services related to young children and their families including advice and practical experience on curricula, toys and other materials. With Foundation support, FCW is now increasing those of its operations which are particularly relevant for newly established pre-schools. Activities undertaken include in-service training for teachers and para-professional teachers, parent education, school management, support for fundraising as well as support in financial administration at community pre-schools.

East London and Border Association for Early Childhood Educare

Queenstown Early Learning Centre	1989 – 1992

Queenstown is a rural town in the Eastern Cape about 200 kms from the coast. Existing pre-schools in the town and in the villages in the surrounding area have been set up by their local communities. For some years, the Early Learning Centre in East London has been providing in-service training for pre-school teachers who are usually members of the same communities and have received no prior training. The Queenstown ELC was set up at the beginning of 1989 to take over these training activities as well as to give support to groups wishing to start new pre-schools. Such support also includes guidance to parent groups, management training for parent committees, and assistance in the selection and training of pre-school teachers.

Kwa-Zulu Child Care Project

Kwa-Zulu child care project	1990 – 1992

There are few pre-school facilities in the north of Natal Province and much of what exists is privately run in people's own homes. The Kwa-Zulu Child Care Project has established a pre-school in the town of Nongoma which will eventually cater to 100 children and provide a base for training activities throughout the area. Training is to be provided to para-professionals working in formal pre-schools as well as those running their own establishments. Assistance is also being given to communities wishing to set up their own facilities and parent programmes will help parents in their role as home educators. Health and nutritional aspects will be emphasised and the project is working with hopsitals and clinics in the area.

Spain

Municipality of Santa Fé and the **Province of Granada**

Capitulaciones 92

1989 – 1992

Sante Fé is a typical township of 12,000 inhabitants in Andalucía, Spain's poorest region. Illiteracy in the region runs as high as 65 per cent in some rural areas, juvenile crime and vandalism is on the increase and in recent years a greater proportion of women have begun to work outside the home. These factors have led to a recognition of the need to institute a process of educational change from the earliest years onwards aimed at reinforcing the role of parents as prime educators of their children. The project is developing an integral approach to care and education for children aged 0 to 3 years which is distinctly different from traditional day care, lower in cost and socially useful. The project team is working in partnership with parents and local services to develop activities and learning materials relating to children's development, health and hygiene within the family and community.

Education Department, City of Barcelona

Early education, Barcelona

1989 – 1992

The City of Barcelona is developing a new structure for early education covering children from 0 to 6 years of age. This experimental action-research project is located in two disadvantaged areas of the city where sets of activities are being organised for 0 to 3 and 3 to 6 years olds. The aim is to develop a service which takes account of the personal needs of the children. This includes: adaptation of existing institutional structures; training and retraining of staff; the incorporation of health and hygiene; and the development of methods of involving parents and community members in children's activities and development. Opportunities are also provided for the early learning of the Catalan language where necessary.

Swaziland

Ministry of Education

Early childhood development project

1990 – 1992

Over 200 early childhood centres exist in Swaziland, many of them built by local communities and supported by parents. Lack of training opportunities has meant that many of the teachers in the centres are untrained and the project has been initiated to further develop existing training courses and design and implement new ones. Three regional training centres will run pre- and in-service training courses while district supervisors will follow up and reinforce training at the local level. The district supervisors will also set up adult education and community action programmes focusing particularly on child rearing, feeding, and health issues.

Sweden

University of Luleå

Multicultural education

1987 – 1990

Children in the northern region of Sweden traditionally speak up to three languages: Saami, Tornedalen Finnish and Swedish, yet the school system has used the traditional Swedish curriculum. The positive results and increasing interest in an earlier Foundation-supported project which made use of the languages, cultures and environment of the local people as positive resources for learning by young children, has led to a new project to disseminate the model. The project is training school principals, supervisors and education officials in the methods used in the earlier project, and also developing pre-service teacher training to prepare students better for their work with children from different cultural backgrounds.

Photo by Odette Anderson

Thailand: special projects with refugees and displaced persons

United Nations High Commissioner for Refugees (UNHCR) and **Redd Barna**
(Save the Children Fund, Norway)

Refugees in Thailand

1984 – 1992

Victims of the conflicts in Indochina living in refugee camps in Thailand frequently succumb to a situation of dependency, isolation, inactivity and depression. Their futures are uncertain: how long they will remain in the camps, whether they will return to their own country or be allowed to emigrate to a third country is unknown. Young children are, naturally, affected and the project, with Foundation support, is collaborating with several voluntary organisations to improve the quality of child care and education services for them as well as to stimulate self-help among the parents. The project's educational activities attempt to use children's everyday experiences to stimulate their all-round development.

United Nations Border Relief Organisation (UNBRO) and **Redd Barna**
(Save the Children Fund, Norway)

Khmer Women's Associations

1986 – 1991

Nearly 300,000 displaced Kampucheans are living in eight camps at the Thai border – one in five of them is a child under six years. Women in the border camps have set up their own Associations and, in the first two years of this project, set up 60 early childhood centres linked to basic education programmes for adults. In a second phase, the number of early childhood centres is being expanded as are programmes in basic child development, literacy, sanitation, health and nutrition, and skills training. Assisted by professionals from UNBRO, these programmes are run entirely by the Khmer Women's Associations in the border camps.

Trinidad & Tobago

Servol (Service Volunteered for All)

Servol – Regional Programme

1986 – 1990

Established in 1970, Servol organises many different programmes with people from the most disadvantaged sectors in Trinidad and Tobago including young children, adolescents and the elderly. The Foundation has been supporting Servol since 1972 in its early childhood programmes and the current project, based at the Caribbean Life Centre, offers practical pedagogical training to academically unqualified pre-school teachers throughout the Eastern Caribbean. This is combined with training in leadership skills, work with parents and techniques of community organisation, all of which have been developed by Servol since its inception. In addition to the training, Servol follows up the trainees when they return to their schools; trains supervisors; supports the setting up of resource centres to enable territories throughout the Caribbean to extend support for early childhood education; and assesses the effects on children and parents of the programme as a whole.

Ministry of Education/Servol

Servol – National Programme

1987 – 1990

As a consequence of the proven success of the Servol approach to training pre-school teachers (see above), the organisation was asked in 1987 to act as the government's agent in developing a national non-formal programme of early education and care throughout Trinidad and Tobago. Local communities are providing the basic physical and other support structures and Servol is developing and implementing both on-the-job training for pre-school workers and training for supervisory staff. Also included are parent and community education programmes.

Sufficient teachers are being trained to be able to open more than 100 new community-organised pre-schools during the three years of the project's operation.

United Kingdom

Strathclyde Regional Council

Partnership in education

1983 – 1992

Starting in 1983 in the Priesthill area of Glasgow, the project worked in six out of eight local primary schools and in the majority of local formal and informal pre-school centres. In its second phase, the project consolidated this work, and expanded its activities to two further areas of Glasgow. One of its most successful ventures has been the organisation of 'Family Nights' groups to encourage parent-child interaction. Other activities include the establishment of libraries and associated services in support of children's reading; training and retraining of professionals and para-professionals; and encouraging and developing community initiatives which support young children. During the current phase the project's outcomes are being disseminated throughout the Strathclyde region. The project believes that a combination of professional retraining and specific actions at neighbourhood level can set in motion a process whereby, in communities, development will be triggered by drawing on the inner dynamic of local people.

University of Bristol

Parent and health visitor child development programme

1985 – 1991

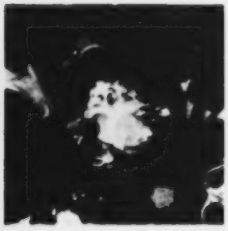
The project, which began in 1979, has stimulated professional health visitors to re-think their attitudes and modes of work. Educational know-how has been introduced into health visiting practice which has led to the development of sensitive but non-dominant support by health visitors for parents living in deprived areas, fostering the parents' own skills and raising their self-esteem. The project is now operating in 20 District Health Authorities and over 10,000 families are involved each year.

University of Aberdeen

Family education for mothers and young children: Young Families Now

1986 – 1991

The project has sought to empower a depressed, traditional community which was left behind in the economic changes brought about by the advent of the oil industry in Aberdeen. Parents and professionals have worked together to develop new forms of learning opportunities for children and parents. The emphasis is essentially on the support of parents in their own roles as individuals and as parents. A family centre provides a base for activities and local networks of support for young families have been built up. In a second phase of operations, work in the original project area is being consolidated and the working principles and practices are being extended through the rest of the city and region.



Queen's University, Belfast

123 House

1987 – 1990

123 House has been established as a community facility for parents and children who live daily with the sectarian conflicts in Northern Ireland. The House provides flexible, low-cost, community support for parents' self-help efforts in day care and out-of-school activities. Among these are a playgroup; a mother and toddler group; a counselling service for expectant and first-time mothers who are not reached by existing services; a network of parents' groups concerned with the problems of early childhood; play schemes for children during school holidays; a club for teenagers; classes and discussion groups for parents; and many other activities.

Community Education Development Centre, Coventry

CEDC

1987 – 1991

The work of the Community Education Development Centre (CEDC) combines training, educational publishing, research and development, and a range of supportive services to children, young people and families on a national level. In consultation with the Foundation and Foundation-supported projects within the United Kingdom, CEDC is providing support and making available its resources for strengthening work in the area of early childhood care and family education. This includes development work in the area of accreditation for early childhood workers.

Guth nam Parant (Voice of the Parents)

Guth nam Parant

1987 – 1991

The first language of most of the population of the Western Isles of Scotland is Gaelic and the people live mainly in isolated villages where there are few opportunities for employment apart from farming. A Foundation-supported project, operating for 10 years from 1976, helped to demonstrate that the unique language and culture of the Islands could be used to overcome many of the problems traditionally identified with 'disadvantage'. In the process, it stimulated the development of parents' groups which subsequently formed their own association: *Guth nam Parant*. The Association is extending the network of parents' groups and supporting playgroups and training for parents in child development.

United States of America

Committee for Boston Public Housing Inc.

Family Community Resource Center

1984 – 1990

Ten per cent of Boston's people live in public housing schemes, in conditions of serious economic, social and environmental deprivation. Operating in five housing developments, the project has concentrated on empowering families, many headed by young mothers living at or below poverty level. With project staff acting as trainers and resource persons, parents have collaborated to improve facilities for families and to alter official policies where these failed to provide parent or child education, play areas or health care. A model pre-school has been established with a multicultural curriculum. Active tenant participation in decision making at all levels is a significant aspect of this project which, in its second phase, is expanding into four new housing areas and extending the number of parent-run early childhood education centres. The project is also sponsored by the Boston Foundation, the City of Boston and the State of Massachusetts.

Denver Indian Centre, Inc.

Early childhood services for urbanised American Indians

1985 – 1991

Denver has one of the USA's highest urban concentrations of Indian people. Nearly 80 per cent of Denver's Indian families have incomes below poverty level and educational achievement is very low. In addition, many young Indian children do not speak English as their first language, and knowledge of Indian languages and cultures within the educational system is almost non-existent. In a first phase the project worked within the Centre's pre-school to devise and implement a culturally relevant curriculum, collaborated with the children's parents, and devised basic courses on nutrition, health, home safety and other topics. During the second phase the curriculum is being refined with the aim of disseminating it more widely; further ways of involving parents in their children's learning both inside and out of the classroom are being established; and cooperation between agencies involved with American Indians is being promoted throughout the city and State.

University of New Mexico, College of Education

Hispanic families

1985 – 1990

People of Hispanic origin constitute more than 37 per cent of the population of the State of New Mexico and it is estimated that between 13 and 40 per cent of them live below the federally-determined poverty level. The project has been working to enhance the development of children aged 0 to 5 years; improve the ability of education, health and social services to work with poor Hispanic communities; and develop the skills and attitudes necessary for self-help among the families and communities themselves. As a result, parents have taken over much of the responsibility for the operation of a pre-school programme in community centres. Significant advances in children's preparedness for school, social behaviour, language and cognitive skills have also been demonstrated. In a second phase, the project is extending its coverage to other Hispanic communities, developing training for para-professional staff and parents, intensifying collaboration with the school system and other agencies working with Hispanic families, and sharing project experiences within the State and country.

Federation of Child Care Centers of Alabama (FOCAL)

Upgrading day care services and parent education

1986 – 1993

Educational and other prospects for black children throughout Alabama are low in comparison with those of the children of other ethnic groups outside the Deep South. Infant mortality actually rose in Alabama in 1984. Most black children in Alabama do not complete high school and illiteracy remains high. FOCAL aims to improve the functioning of private day care services for young black children through a multi-faceted approach. This includes generating new approaches to parental education and support, building State-wide networks, raising self-esteem and skills, developing culturally appropriate curricula, and training staff. A key ingredient is enabling participants to overcome 'negative racial scripting' through FOCAL's Peer Education Project, in which education is seen as a dynamic two-way process between persons of equal worth and equal value.

Vanderbilt University, Nashville, Tennessee

Maternal and infant education in deprived communities in Appalachia

1987 – 1990

States comprising the Appalachian region have the highest levels of infant mortality in the country. Children who survive their first year face chronic health and educational problems. Vanderbilt University has developed a child survival and development programme to operate in seven townships in four of the States. The programme is training local mothers to establish a network of 'natural helpers' to identify and counteract poor child care practices, particularly among high-risk families. Special emphasis is placed on working with young mothers and infants, building on positive aspects of the local culture.

Canton Public School District, Mississippi

Development of a community-based early education programme

1989 – 1992

Until 1969 Canton's education system, as other services in the Deep South, was racially segregated. A large proportion of white children now attend private schools, leaving the public education sector with insufficient finances, poorly motivated staff, and little parental involvement. As part of a major move toward restoring confidence and community support for public education, the project's focus is on parents of young children to support them in their role as their children's first educators and to stress the importance of home as a learning environment. Activities include coordinated action by education and health services to improve the poor health status of many children; a drop-in centre to include a playgroup, telephone help line, and newsletters for parents; and a home visiting scheme with specially trained parents as visitors.

Community Studies Inc.

New York teenage parenting

1989 – 1992

It is estimated that up to 30 per cent of the school population in disadvantaged areas of New York are teenage parents. The city's School Board has provided some childcare facilities in High Schools to allow the young parents to complete their schooling and, in an earlier project, Community Studies Inc. worked in two such High Schools to develop a programme which enriched the development of the children while also providing parenting education for the teenagers. In the current project, support and training is being given to staff to enable the programme to be implemented more widely in the city. This involves the refinement and dissemination of curriculum units for teenage students, both parents and potential parents; the setting up of a model

child care facility in a High School which can serve as a demonstration and training centre; and an emphasis on health care for both the young children and their parents.

Venezuela

Universidad Metropolitana (Metropolitan University)

Family centres project — 1985 – 1990

A quarter of Venezuela's population are in the 0–6 age group and a third live in urban shanty towns, below the official poverty level. The project provides training for the staff of centres for the child and family (*Centros del Niño y la Familia*) which were established by the Ministry of Education in nine sites in the *barrios* surrounding Caracas. Each centre has a pre-school teacher and up to 10 *promotores* – people who are selected by the community and who receive training in family support and community development. Each of the *promotores* liaises with 10 families through home visits and activities at the centres which focus on nutrition, health, family relationships and legal protection.

Ministerio de Educación/Universidad Metropolitana/Fundaprin

Paraguaná project — 1988 – 1990

In Punto Fijo, the largest town in the Peninsula of Paraguaná, infant mortality has increased over the past 10 years. Unemployment, too, has been on the increase, forcing women to take on whatever occasional work they can find in order to keep their families going. Children are left to their own devices from an early age. The project is developing, in partnership with the community, an integrated programme to meet the developmental and health needs of pre-school children and families in these marginal circumstances.

Zimbabwe

Foundation for Education with Production (FEP International)

Kushanda project 1984 – 1992

The Kushanda project is based at a cooperative farm in the Marondera district in north-eastern Zimbabwe and is part of a local development plan which includes an agricultural production cooperative and expansion of employment opportunities. In earlier phases, the project set up a demonstration pre-school with associated training opportunities for local women and the development of a curriculum and teaching materials based on the local language. There were close links with health workers and an adult literacy campaign. Currently the programme is being disseminated over a wide area and incorporates training in child development concepts combined with literacy skills and health education. Greater emphasis is also being given to non-formal parent education. Requests for support are received from many communities and it is hoped to reach some 5,000 children involved in around 120 pre-schools as well as to foster parental involvement by the formation of a federation of parents' associations.

Ministry of Primary and Secondary Education

Rural pre-school project 1986 – 1992

Rudimentary pre-school groups in rural Zimbabwe developed from feeding posts established during the drought of 1981-84. These were run by local women volunteers who, though untrained, initiated play activities for the young children coming for food supplements. There are now well over three thousand village-based pre-schools in the country which exist largely as a result of self-help efforts. This project is part of a broad pre-school programme initiated by the Government in 1982 and provides training for local pre-school workers in order to upgrade their skills and abilities. To this end, 56 District Trainers have been trained and posted in all Districts of the country and are responsible for the organisation and running of training workshops, follow-up and evaluation of the teachers. A national curriculum has been compiled as has a Play Equipment and Furniture Production manual, based on the experience of workshops held throughout the country involving teachers and parents.

Association of Women's Clubs (AWCs), Zimbabwe

Mozambican refugees

1988 – 1991

The civil war in Mozambique has uprooted more than a million people, many of them seeking refuge in neighbouring countries. At least 75,000 refugees are located in four camps in the eastern part of Zimbabwe, of whom some 25,000 are children under the age of five. The AWC – which has been involved in running a training programme for pre-school teachers in Zimbabwe – has established training teams to work in each of the refugee camps to provide initial training and guidance to refugee para-professionals on basic organisational skills in setting up and running pre-schools, and on the development of toys and educational materials. The project also incorporates family education aimed at improving the health and nutrition of children, vocational training and leadership skills for Mozambican refugee women to enable them ultimately to take over training tasks, especially in the event of a return to Mozambique.

Finances

Where the money comes from

The money which is spent by the Bernard van Leer Foundation (BvLF) comes mainly from the Van Leer Group Foundation (VLGF), basically a 'holding foundation'. These two Foundations have a common objective. The VLGF realises its objective by making funds available to the BvLF. These funds derive mainly from the dividends received from Royal Packaging Industries Van Leer B.V. (RPIVL) in its capacity of sole shareholder of the latter, as well as from the income out of other investments. RPIVL is a holding company with subsidiaries in some 31 countries, all of which are concerned with the manufacture of various types of containers, packaging and closures. Apart from the funds the BvLF receives from the VLGF there are other limited income sources from legacies etc. The income in 1987, 1988 and 1989 were respectively Dfl.35.2, Dfl. 36.1 and Dfl.37.5 million. It is anticipated that the Foundation's income in 1990 will amount to approximately Dfl.39 million.

It should be noted that a considerable proportion of the funds spent by projects of the BvLF is counterpart funding which is provided by the partners with which the Foundation is working. This usually consists of a mixture of actual money, of physical facilities made available to a project, and of staff time and other services. In all, counterpart funding accounts for nearly as much as the Foundation itself contributes to projects.

Where the money goes to

The expenditure of the Foundation is split in two ways. Part of the money (approximately Dfl.8 million) is spent on administering the programme. This includes the office in The Hague, the employment of some 50 staff members and a wide range of programme services. However, the bulk of the expenditure goes to projects. The actual number of projects fluctuates from year to year – this publication includes descriptions of 105 major projects currently being supported by the Foundation. Major projects are those which are supported over a period of several years.

When the Foundation's Board of Trustees approves a grant to a major project a sum of money is earmarked which is expected to last throughout the duration of the proposed project, anything from one to five years. Thus, much of the money which is earmarked in a particular year is spent in later years. The sum which is available for earmarking each year is that which is made available by the VLGF and by other sources.

Allocation of grants

The statutes of the Foundation state that 'preference' will be given to work in countries where the company is established. However, this does not mean that the Foundation *must* work in all these countries. But the practice is that the Foundation largely abides by this preference. It must be emphasised that there is no direct relationship between the level of profits made in a country and the level of Foundation spending in that country. The general principle which has been adopted by the Foundation's Board of Trustees is one of redistribution from industrialised countries to developing countries and the aim is eventually to allocate funds so that 65 per cent of the total amount available is spent in developing countries and 35 per cent in industrialised countries.

The following table lists the proportions of money, by country, earmarked by the Foundation in 1987, 1988 and 1989. It is emphasised that the table refers to sums which were earmarked during these three years and not to sums which were spent. Thus the countries shown in the table do not coincide precisely with the countries listed in the earlier part of this report.

Percentages of total earmarked 1987 through 1989

	Country	1987	1988	1989	Average 1987-89
Major projects	Argentina	3.43	0.38		1.18
	Australia	4.15	3.24		2.33
	Belgium		6.71		2.17
	Brazil	14.42	2.92	7.63	8.20
	Chile			1.05	0.39
	China	2.12			0.65
	Colombia	6.03		1.08	2.26
	Dominica			1.62	0.60
	El Salvador	0.81	0.89	0.17	0.60
	France		3.48	4.32	2.72
	Germany		2.28		0.74
	Indonesia			0.33	0.12
	Ireland	0.53	5.73	0.77	2.30
	Israel	9.83	9.00	1.99	6.67
	Italy	2.87	3.13	3.54	3.20
	Jamaica		1.98	4.04	2.13
	Japan		3.08	3.45	2.27
	Kenya	2.83		3.05	2.00
	Lesotho		2.62		0.85
	Malaysia	4.17		0.48	1.46
	Mexico		0.03	0.77	0.29
	Morocco			0.29	0.11
	Mozambique	0.34	3.24		1.15
	Netherlands	0.30	6.11	5.96	4.26
	Netherlands Antilles			2.49	0.92
	New Zealand	3.53			1.09
	Nicaragua		1.05	3.86	1.76
	Nigeria	0.01		0.04	0.02
	Norway	4.55			1.40
	Peru	4.82		3.66	2.84
	Portugal		5.84	0.04	1.90
	Singapore	0.33		5.48	2.12
	South Africa	3.59	0.74	2.20	2.16
	Spain	3.76	2.28	4.04	3.39
	Swaziland			1.45	0.53
	Sweden	3.05		0.14	0.99
	Trinidad & Tobago	4.47		4.03	2.86
	United Kingdom	2.43	4.67	7.17	4.90
	United States of America	12.76	9.15	5.97	9.09
	Venezuela	2.06	0.37	0.54	0.95
	Zimbabwe		0.31	6.14	2.36
Internal and special projects	Refugees	2.81	5.09	2.98	3.61
	Regional Training and Resource Centres (RTRCs)		9.85		3.18
	Programme support projects		5.83	7.10	4.50
	Miscellaneous			2.13	0.79
	Total %	100	100	100	100
	Total Dfl. millions	29.07	30.45	34.77	

Publications and Videos ■

Except where otherwise shown, the following publications are available free of charge to interested individuals and organisations. Please write to Publications and Media Unit, Bernard van Leer Foundation, PO Box 82334, 2508 EH, The Hague, The Netherlands.

Newsletter
The Foundation Newsletter reports on the work of Foundation-supported projects throughout the world and provides information on issues related to early childhood care and education. Published four times a year (January, April, July and October) in English. Copies of most back issues are available on request. ISSN 0921-5840

The work of the Bernard van Leer Foundation
An introductory leaflet about the aims and work of the Foundation. Published 1989 in English, Spanish, Portuguese and Dutch.

A Small Awakening: the work of the Bernard van Leer Foundation 1965-1986, Hugh Philp with Andrew Chetley
Based on research undertaken by Professor Hugh Philp, the Foundation Consultant for Australasia, this publication traces the development of the Foundation through its projects and other activities over a 20-year period. From an initial focus on compensatory education, the Foundation's work has evolved, in the light of experience, to its present emphasis on the development of children in the context of their own environments. Published 1988 in English. ISBN 90-6195-015-5

Beyond Child Survival: towards a new future, Report of the Bernard van Leer Foundation, 1986-1987
The second biennial report of the Bernard van Leer Foundation covers activities during the years 1986 and 1987. The report includes feature articles on projects in Mozambique, Singapore, Ireland, Italy, Trinidad and Colombia as well as summaries of work undertaken during the period in 40 developing and industrialised countries. Published 1988 in English. ISSN 0921-5921

Paths to Empowerment, Ruth Paz
A study of ten years of involvement by the Foundation in community education projects in Israel, including both theory and practical illustrations. Published 1990 in English. ISBN 90-6195-018-X

The Power to Change, Andrew Chetley
This book describes how a project which was originally focused on pre-school children in one village has grown to affect the lives of communities throughout the Costa Atlántica region of Colombia. To be published in 1990

Occasional Papers

Early Childhood Care and Education: the Challenge, Walter Barker (Occasional Paper No 1)
The first in a series of Occasional Papers addressing issues of major importance to policy makers, practitioners and academics concerned with meeting the educational and developmental needs of disadvantaged children. Published 1987 in English.

Meeting the Needs of Young Children: Policy Alternatives, Glen Nimnicht and Marta Arango with Lydia Hearn (Occasional Paper No 2)
The paper reviews conventional, institution-based approaches to the care and education of young children in disadvantaged societies and proposes the development of alternative, low-cost strategies which take account of family and community resources and involvement as the starting point for such programmes. Published 1987 in English.

Evaluation in Action: a case study of an under-fives centre in Scotland, Joyce Watt (Occasional Paper No 3)
The main body of this paper is the evaluation report of a Foundation-supported project in the United Kingdom. It is preceded by an examination of the issues involved in evaluation together with an explanation of the way in which this particular study was carried out. It has been published with the external evaluator in mind, but will be of interest to all those involved in the evaluation of community-oriented projects. Published 1988 in English. ISBN 90-6195-014-7

Seminar Reports

Children and community: progressing through partnership
Summary report and conclusions of the tenth International Seminar held in Kingston, Jamaica in November 1988. Published 1989 in English and Spanish. ISBN 90-6195-016-3

Children at the Margin: a challenge for parents, community and professionals
Summary report and conclusions of the third Eastern Hemisphere Seminar held in Newcastle, Australia in November 1987. Published 1988 in English. ISBN 90-6195-013-9

The Parent as Prime Educator: changing patterns of parenthood
Summary report and conclusions of the fourth Western Hemisphere Seminar held in Lima, Peru in May 1986. Published 1986 in English, Spanish, Portuguese and French.

Multicultural Societies: early childhood education and care
Summary report and conclusions of an International Seminar held in Granada, Spain in June 1984. Published 1984 in English, Spanish and Portuguese.

Integrated and Early Childhood Education: Preparation for Social Development
Summary report and conclusions of the second Eastern Hemisphere Seminar held in Salisbury, Zimbabwe, February/ March 1981. Published 1981 in English.

Publicaciones en español

Boletín Informativo
Artículos seleccionados de Newsletters. Publicado en 1987 y 1988 y 1989 y 1990. ISSN 0921-593X

La Labor de la Fundación Bernard van Leer
Un folleto sobre la Fundación. Publicado en 1989.

Programa Actual
Consta de breves descripciones de los proyectos de mayor envergadura apoyados por la Fundación, e incluye datos estadísticos relevantes acerca de la población y la educación en la primera infancia de cada país. Publicado en 1989.

Niño y comunidad: avanzando mediante la asociación
Síntesis y Conclusiones del décimo seminario internacional celebrado en Kingston, Jamaica en noviembre 1988. Publicado en 1989.

Los Padres como Primeros Educadores: Cambios en los Patrones de Paternidad
Síntesis y Conclusiones del cuarto seminario del Hemisferio Occidental celebrado en Lima, Perú en mayo 1986. Publicado en 1986.

Sociedades Multiculturales: Educación y Atención Infantil Temprana
Síntesis y conclusiones del seminario internacional celebrado en Granada, España en junio 1984. Publicado en 1984.

Taller sobre Alternativas de Atención a la Niñez en América Latina y el Caribe
Síntesis y conclusiones del taller celebrado en Medellín, Colombia en marzo 1984. Publicado en 1984.

Aprender a Vivir: Crónica de una Innovación Educativa, Jose R Boeta
1984, Granada, Editorial Andalucía, San Vincente Ferrer 13, Granada, España. ISBN 84-85622-76-6

Publicações em Português

O Trabalho da Fundação Bernard van Leer
Um folheto sobre a Fundação. Publicado em 1989.

Os Pais como Primeiros Educadores: Mudando os padrões de Paternidade
Sumário do relatório e conclusões do seminário do Hemisfério Ocidental, Lima, Perú, maio de 1986. Publicado em 1987.

Sociedade Multicultural: Educação e Cuidados com a Primeira Infância
Sumário do relatório e das conclusões do seminário internacional, Granada, Espanha, junho de 1984. Publicado em 1984.

Participação dos Pais e da Comunidade na Educação da Primeira Infância
Síntese e conclusões do terceiro seminário do Hemisfério Ocidental, Cali, Colombia, março de 1979. Publicado em 1980.

The following publications are available through booksellers or as shown. They are not available from the Foundation.

Explorations in Early Childhood Education, John Braithwaite
1985, Victoria, The Australian Council for Educational Research, Radford House, Frederick Street, Hawthorn, Victoria 3122, Australia. A$20 plus A$3 handling charge. ISBN 0-85563-478-2

The Gifted Disadvantaged: a ten year longitudinal study of compensatory education in Israel, Moshe Smilansky & David Nevo
1979, London/New York/Paris, Gordon & Breach Inc., 50 West 23rd Street, New York, NY 10022, USA. US$ 46.25. ISBN 0-677-04400-0

The following four books are available, price £2.50 each, from Community Education Development Centre, Briton Road, Coventry, CV2 4LF, UK. Please add £0.50 per £5.00 value of order for postage, plus £1.00 per order for overseas postage.

Women and Children First: Home Link, Elizabeth Filkin (ed)
This book presents an account of the Home Link project which has been serving residents of Liverpool, England continuously since 1973. Elizabeth Filkin has edited the work of a large group of women con-

tributors to provide an open and self-critical assessment of the programme. Ypsilanti, The High/Scope Press, 1984. ISBN 0-931114-26-8

A Mole Cricket called Servol. Gerard Pantin
In 1970 the newly independent nation of Trinidad and Tobago was rocked by a social explosion, and the effect on the traditional, easy-going way of life was catastrophic. This book describes how a Trinidadian Roman Catholic priest and a West Indian cricket player, went into the areas of poverty to try to help. Ypsilanti, The High/Scope Press, 1983. ISBN 0-931114-17-9

The Servol Village, Gerard Pantin
This book continues the story begun in **A Mole Cricket called Servol** and describes how Servol has grown from a street corner community development project to a national movement in its own right. Ypsilanti, The High/Scope Press, 1984. ISBN 0-931114-27-6

Seeking Change, Ann Short
This book describes an early childhood education project for the children of disadvantaged families in South Africa. Ypsilanti, The High/Scope Press, 1984. ISBN 0-931114-29-2

The four books below report on the outcomes of the Project on Human Potential (1979-1984) supported by the Foundation and carried out by the Graduate School of Education of Harvard University, USA. They are available through booksellers.

Frames of Mind: the theory of multiple intelligences.
Howard Gardner
New York, Basic Books, 1983. ISBN 0 465 02509 9 Available in paperback edition: Paladin Books, London, 1985, £5.95. ISBN 0-586-08506-8

Of Human Potential: an essay in the philosophy of education.
Israel Scheffler
Boston/London/Melbourne, Routledge & Kegan Paul, 1985. ISBN 0-7102-0571-6

The Cultural Transition: human experience and social transformation in the Third World and Japan, Merry I White & P Pollack (eds)
Boston/London/Melbourne, Routledge & Kegan Paul, 1986. ISBN 0-7102-0572-4

Human Conditions: the cultural basis of educational developments.
Robert A Levine and Merry White
Boston/London/Melbourne, Routledge & Kegan Paul, 1986. ISBN 0-7102-0568-6

Videos from the Foundation

The following videos form the series 'Alternatives in early childhood care and education'. Copies can be made available to Foundation-suported projects in either the PAL system or the NTSC system on VHS or Betamax. A small charge to cover costs of copying and postage will be made to organisations outside the Foundation network. Anyone interested in receiving a copy of any of these videos should write to the Publications and Media Unit at the Foundation. Please ensure that you specify what video system you use.

Not Only the Children
An important element in the development of Kenya's pre-school education system has been the high level of community involvement. Parents in rural areas are involved in building and maintaining school buildings, they tend school gardens to grow vegetables for the children, help raise funds for teachers' salaries, and participate in the development of educational materials. Kenya's National Centre for Early Childhood Education in Nairobi, through its network of District Centres for Early Childhood Education, has been instrumental in encouraging the spread of community-supported pre-schools throughout the country. The video shows scenes from a few of Kenya's diverse cultures where active communities have successfully created and run their own pre-schools.

The 36 minute video was made by Leo Akkermans for the Foundation and is in colour. It is available with an English-language commentary.

That Calibre of Woman
In Ireland, two Foundation-supported projects are operating home visiting programmes. Told mainly through the words of women who undertake regular monthly visits, and mothers (and a father) of young children who are visited, we hear of the worries of young mothers with their new babies and their uncertainties about 'the right thing to do'. From isolated families in the West of Ireland, to crowded housing estates in the capital, Dublin, we see the reassurance, friendship and support which is offered by the visitors. The visitors are remarkable women, all mothers from the same villages and estates as the parents they are visiting, all volunteers with no professional training. In the words of the Director of one of the projects 'Before we began, I didn't think that calibre of woman existed – but I'm very glad to say I was wrong'.

The 36 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

Empowering Young Refugees
At the end of 1987 there were 20,677 refugees living in Khao I Dang camp near the Cambodian border in Thailand. The video shows the way in which care for the pre-school children is integrated with training programmes for their parents. The mothers are taught weaving and sewing, the fathers make toys and equipment. A 'printery' produces posters and books on paper and on cloth, and training courses are run for child care workers.

The video was produced by the Department of Mass Communications, Chulalongkorn University, Bangkok. It is in colour with an English-language commentary and lasts 24 minutes.

A Way of Thinking
The video is based on the multicultural education project for Saami and Torne Valley Finnish children who live in northern Sweden. It traces the history of these inhabitants, who have lived in and near the Arctic circle for hundreds of generations, and the difficulties they face with the disappearance of their traditional occupations and way of life. Part of the children's education involves them closely with the communities in which they live and the video shows them making excursions to interview people who herd the reindeer, vegetable farmers, and the people who use the nearby river for fishing and transport. The video and the project both demonstrate that cultural diversity is not a social and educational disadvantage, but instead represents a rich heritage and an educational asset – indeed, a whole way of thinking.

The 28 minute video, made by Leo Akkermans for the Foundation, is in colour and available with an English-language commentary.

Adela
Adela lives in a village in the Andahuaylas region of the Andes in Peru. The nearest town is six hours away on foot. Because Adela can read and write Spanish, the community chose her to be trained as an *animadora* for the Pronoei – the pre-school set up by the Foundation-supported National Centre for pre-school training in Peru. The video shows Adela going about her daily life: in addition to her work at the Pronoei she cleans, cooks and does the washing for her family and still finds time to visit families of children in the Pronoei. We see the involvement of the community in the work of the Pronoei itself and in activities designed to improve the quality of life for the village as a whole.

The 24 minute video, made by Jean-Michel Rodrigo, is in colour and available with English, Spanish or French commentary.

About the Bernard van Leer Foundation ■

What is the Bernard van Leer Foundation?

The Foundation takes its name from Bernard van Leer, a Dutch industrialist who died in 1958 and gave the entire share capital of his worldwide enterprise for humanitarian purposes.

What does the Foundation do?

The Foundation supports innovative projects which are designed to improve the educational, social and developmental opportunities of children from birth to eight years of age. Over 100 major projects are currently being suppported in over 40 countries around the world including both industrialised and developing nations. In all cases, the focus is on those children and communities that are least able to benefit from educational and developmental opportunities because of social and other forms of disadvantage. These include the children of ethnic and cultural minorities, children living in urban slums, shanty towns, and remote rural areas, and children of teenage parents.

Who organises the projects?

The Foundation does not organise or manage projects. It works with partners in the countries where the projects are located. For example, project partners include government departments, local municipalities, trade unions, academic institutions and voluntary organisations. These local partners are responsible for all aspects of a project – development, management, training, implementation, evaluation. They also contribute a proportion of the costs in terms of both money and services. A key objective in the initiation and implementation of projects is that the effectiveness of the work they succeed in developing will last long after the Foundation has withdrawn from the project.

How does the Foundation work?

The Foundation does not just give grants, it also provides technical advice, information and professional support to projects in the field. The Foundation Network consists of people associated with projects and the staff of the Foundation. An important part of the support given by the Foundation is the stimulation of exchanges of information, ideas and experiences between projects. Inter-project visits are arranged, seminars and workshops are organised, and publications based on project experiences are produced.

What do the projects do?

All projects supported by the Foundation have, at their core, the education, care and development of young children. An essential

ingredient of projects is the close involvement of the parents of the children and of the surrounding community. This is based on the belief that the home is the most important environment affecting human development, and that the community is also important. Projects do not therefore look only at educational activities which take place in pre-schools, nurseries or primary schools, they work with adults in their own homes and in the community in order to create understanding and awareness of children's developmental needs. This can include the importance of play, making toys and equipment from scrap materials and from the natural environment, information and advice on nutrition and health, and other needs of the children or the community. Many of the people doing this work are women from the same community who have been trained by the project. The involvement of parents and other adults helps to build up their own skills and self-confidence and this, in turn, leads to other improvements in the social and physical structure and the self-assurance of the community as a whole.

Geographical span

In accordance with its statutes, the Foundation gives preference to countries in which the Van Leer group of companies is established.

Applications for suppport

Decisions concerning the funding of major projects are taken by the Board of Trustees of the Foundation. No commitments can be given before such approval by the Board.

There are no application forms and the Foundation does not prescribe a rigid formula for proposals. Potential applicants are strongly advised to submit an outline of their aims and objectives before preparing a detailed proposal.

Funds can be made available for the implementation of innovatory projects in the field of early childhood care and education. Applicants can be public bodies, academic or non-governmental institutions, or voluntary organisations.

Grants are not given to individuals or for general support to organisations or in response to general appeals. The Foundation does not provide study, research or travel grants.

The Foundation recognises that projects in its field of work require time to develop and implement new approaches and grants are normally made for more than one year. The long-term sustainability of a project is an important consideration in the appraisal of proposals.

Foundation Personnel ■

Board of Trustees

J. Kremers (Netherlands) Chairman; P. Zusman (Israel) Vice Chairman; Mrs M.C. Benton (USA); M.H. Brouwer (Netherlands); W.W. Cross (USA); V. Halberstadt (Netherlands); L.M. Kretzers (Netherlands); P.J.J. Rich (France); I. Samrén (Sweden).

Staff

M.C.E. van Gendt
(Executive Director)

Anna Bergsma
Lenny Both
Joanna Bouma
André van den Brink
Jani Brouwer
Audrey van den Burg
Andrew Chetley
Ruth Cohen
Catherine Delcroix
Pastoria Dumas
Sylvia Erwig
Willem van der Eyken
Norma Fischer
Jane Hartman
Leonie Janssen
Beth Jones
Essie Karting
Gerard Kemme
Margaret Knowles
Wim Kroon
Riet van Lambalgen
Els Logtenberg
Marc Mataheru
Paula Nimpuno
Nico van Oudenhoven
Sheelagh Pearson
Jackie Ratsma
Suzanne Riemen
Lia de Ruiter
Aad Scheele
Reina Scheps
Hanneke Scholte Ubing
Huub Schreurs
Robert Swaab
Rita Swinnen
Edzo Tonkes
Kate Torkington
Ellen Uijterwijk
Pamela Visscher
Rekha Wazir
Sonja Wehrmann
Fred Wood
Paula van Zanten
Mavis van der Zwan
Liesbeth Zwitser

Office Eisenhowerlaan 156
The Hague

Telephone: (070) 351 2040
Telex: 33678 bvlfh nl
Telefax: (070) 350 2373

All mail to: PO Box 82334
2508 EH The Hague
The Netherlands